

CHAPTER III

RESEARCH METHOD

This chapter provides the description of research design, research subject, research instrument, data collection, and data analysis.

3.1 Research Design

Research design is a framework of how the researcher conducts the research, it is consist of a blueprint, measurement, and data analysis (Kothari, 2004). Polit et al (2001, as cited in Abosede & Onanuga, 2016) stated that research design is the way researchers test their hypothesis and answer their research question. Research design also could help the researchers to manage their ideas while collecting the data. Hence, the good research design is needed before starting research operation (Kothari, 2004).

Kothari (2004) said that a good research design could minimize the bias and maximize the reliability in the research, and it should be appropriate and connected to the purpose of the research problems. Not only that, it should be flexible to reckon the different aspects of a case. In other words, one research design might be suitable for one case, but it does not mean that it is also suitable for other cases in research Kothari (2004).

There are three kinds of research, such as quantitative, qualitative, and mixed method (Creswell, 2014). First, (Creswell, 2003) stated that quantitative is research with a hypothesis to examine the variable as in increase or decrease. The strategies used in quantitative are experiment and survey, which involves numbers. Second, qualitative is developing the theory based on individual experience, social

and historically significant, or issue-oriented. The last is a mixed method. In this approach, the researcher applies qualitative and quantitative in their research. So, in collecting the data, deal with number and words (Creswell, 2003).

Meanwhile, this study used qualitative research. The qualitative research design was used to describe the data based on the teachers' explanations about their teaching techniques, problems, and the way to solve the problems during teaching pronunciation for EYL (English for Young Learners) class of sixth grade in University of Muhammadiyah Malang.

3.2 Research Subjects

The subjects of this research were three teachers in EYL of sixth grade in the year of 2017 in University of Muhammadiyah Malang. The three respondents were the students who take English for Young Learners as elective course in the seventh semesters in English Language Education Department at UMM. The three respondents were the beginner teachers of EYL.

3.3 Data Collection

According to Ary et al., (2010), data collection is the way the researcher used to get the data in the research. Ary et al, also said that there are three methods in qualitative research, such as; observation, interview, and document or artifact analysis. An artifact is included as an audio or video recording, artwork, or an item that related to the participants (Ary et al., 2010).

3.3.1 Technique and Instrument

In this research, the writer used two technique and instrument to collect the data, such as:

3.3.1.1 Documents

Based on Ary et al., (2010), documents in this terms is to a wide range of written, physical, and visual materials. The types of document analysis, such as; (1) public records, (2) personal documents, (3) physical material, and (4) research-generated documents. The first, public records are the documents for examining the federal government in education, such as; congressional record, federal reports, agency reports, etc. Second, personal documents are the first-person narratives, like dairy, home video, scrapbooks, etc. Third, the physical material is including many objects, such as; photograph, painting, equipment, etc. The last, research-generated documents are where the documents are prepared by the researcher or for the researcher by the participant. For instance, the participant asked to keep the journal or draw a picture (Ary et al., 2010). From the explanation above, this research used research-generated documents, it means the documents are prepared for the researcher by the participants.

The documents used in this research was a video recording of three teachers in EYL class as much thirty videos of three teachers. For each teacher, there were ten videos files. First, videos 1a-1j from the teacher A was taken on November 05, 2017, with duration 12:45 minutes. Second, videos 2a-2j from teacher B was recorded on November 12, 2017, with duration 20:47 minutes. The last, videos 3a-3j from the teacher C was recorded on October 29, 2017, with duration 39:05 minutes, all the videos were taken by one of the teachers in EYL class of sixth grade in University of Muhammadiyah Malang. The researcher used videos because of the time constraints, it makes the researcher could not conduct observation in the

classroom. In addition, those videos were needed in order to identify the teaching techniques applied by the teachers and the problems faced by the teachers during teaching pronunciation for young learners. The researcher played the videos for more than five times for each video. After watching the videos of each teacher in the class, the researcher identified the techniques used by the teachers by taking notes.

3.3.1.2 Interview

The interview is used to collect the data from participant's opinion, beliefs, and feelings in their own word that related to the research (Ary *et al.*, 2010). This research, used a semi-structured interview so the writer already prepared the questions but it could be modifying during the interview process. The questions were typical open-ended or it cannot be the response with yes or no answer (Ary *et al.*, 2010). The semi-structured interview used to collect the data by giving the teacher at six grades in EYL class some oral questions, to obtain about what teaching technique that they use in teaching pronunciation, the problem that they face while teaching pronunciation, and how the teachers cope their problems during teaching English pronunciation for young learners. In addition, the question could be modified during the interview process. For the instrument, the researcher used a note and handphone to record the result of the respondents' answer. Meanwhile, the interview section was conducted from August 24, 2018 until August 27, 2018 with each of the teachers in EYL class in the sixth grade at University of Muhammadiyah Malang.

3.3.2 Procedure

The procedure to collect the data in this research, such as;

1. The researcher copied the video recording from one of the teachers in the EYL class at six grade.
2. The researcher observed through the video in order to see the techniques that teachers used in the class,
3. The researcher prepared the questions for the interview with the respondents,
4. The researcher did the interview with the teachers one by one based on the prepared questions.

3.4 Data Analysis

The next step after the researcher collecting the data has analyzed the data. The researcher has ten steps in analyzed the data, such as;

1. Identified the techniques that used by the teachers in the class through the video.
2. Analyzed the techniques that the researcher found in the video by taking notes.
3. Transcribed the data from the interview session.
4. Identified the techniques used in the class from the interview.
5. Analyzed the techniques that the researcher found in the interview.
6. Identified the problems that faced by the teachers in the class from the interview.
7. Analyzed the problems that the researcher found from the interview.
8. Identified teacher's way to solve the problems based on the interview.
9. Analyzed the way teachers solve their problems in the interview.
10. Arranging the conclusion from data analysis.